

Utah College Tech Prep Element Evaluation Report

(to be filled out prior to a USOE on-site visit)

Region _____ Representative _____ Date _____

This assessment will be used to rate the quality of the essential (E), and supporting (S), elements of College Tech Prep. Also comment in detail on the descriptions, outcomes and measures (DOMs) of each element.

Scales:

- Implementation Stage: 1-Not Begun, 2-Planning, 3-Development, and 4-Implementation.
- Quality: 1-Poor, 2-Fair, 3-Good, and 4-Excellent.

Elements	Implementation Stage				Quality			
	1	2	3	4	1	2	3	4
<i>Example: E4. Inservices for Teachers (D.O.M.) 56 were trained. Represents 86% of teachers-specific lesson plans were developed-4 days of training-Principals from 5 high schools participated-no students were trained.</i>			X					X
E1. 2+2 Program (D.O.M.)								
E2. Articulation (D.O.M.)								
E3. Curriculum Development (D.O.M.)								
E4. Inservice for Teachers (D.O.M.)								
E5. Inservice for Counselors (D.O.M.)								
E6. Equal Access for Special Pops (D.O.M.)								
E7. Preparatory Services (D.O.M.)								
E8. Work-based Learning (D.O.M.)								
S1. Leadership, Commitment, and Administrative Support (D.O.M.)								
S2. Parental Support (D.O.M.)								
S3. Business/Labor/Community Involvement (D.O.M.)								
S4. Transition of Students to Postsecondary Education (D.O.M.)								
S5. Identification and Accurate Reporting of College Tech Prep Students (D.O.M.)								
S6. Secondary and Postsecondary Collaboration (D.O.M.)								
S7. Evaluation and Program Improvement (D.O.M.)								
S8. Integrated, Contextual Instruction Strategies (D.O.M.)								

Element Report Examples

College Tech Prep Program Descriptions, Outcomes, and Measures (Examples)

Essential Element #1: 2+2 Program That Leads to Associate Degree

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Comprehensiveness within the program - College Tech Prep programs and courses reflect all aspects of industry.	# and % of all College Tech Prep of programs and courses reflecting all aspects of industry.	College Tech Prep student perceptions of the comprehensiveness of the programs.
Relevance to business area industry demands - College Tech Prep programs and courses address competencies and standards required by business and industry College Tech Prep programs target career areas that are in greatest demand in the region.	# and % of all College Tech Prep of programs matched with area business/industry.	# and % of students who found jobs related to their College Tech Prep programs.
Rigorous coursework and advanced skills - College Tech Prep programs and courses demand advanced academic and technical skills to be accepted by postsecondary institutions. College Tech Prep programs include courses using advanced technology.	# and % all of College Tech Prep programs offering high-wage jobs. # and % of all College Tech Prep programs leading to advanced placement and 4-year colleges.	# and % of College Tech Prep graduates getting high-wage jobs. # and % of high school College Tech Prep students matriculated 2-year/ 4-year colleges. # and % of College Tech Prep students taking at least 3 years each of math and science. # and % of College Tech Prep students in high school and college taking advanced courses.
Appropriate sequential arrangement - College Tech Prep programs and courses have sequential alignment between secondary and postsecondary education, resulting in seamless 2+2 paths for College Tech Prep students.	# and % of all College Tech Prep programs offering complete sequential 2+2 paths.	# and % of College Tech Prep students taking remedial classes and credits when entering college.
Flexibility of College Tech Prep programs to the local educational context - College Tech Prep programs are arranged to encompass various models including 2+2, 2+4, 2+2+2 to adapt to local situations.	# and % of all College Tech Prep programs that offer 2+2, 2+4, and other models.	# and % of College Tech Prep students who participate in each of the models.

Essential Element #2: Articulation

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Comprehensiveness of articulation agreements - Articulation agreements cover academic and technical courses.	# and % of all articulated programs/courses of total program courses.	# and % of College Tech Prep students taking articulated academic and technical programs (courses).
Timeliness/on-going update - Articulation agreements are updated and documented on an on-going basis to reflect changes in program sequences between secondary and postsecondary education.	Frequency of articulation agreement updates. Whether articulation agreements reflect current practice.	# and % of College Tech Prep students have access to up-to-date articulation agreements.
Advancement - Articulation agreements are available in advanced academic and technical courses, encompassing advanced placement and dual credit courses, resulting in students' smooth transition to postsecondary education.	# and % of all agreements that contain advanced courses.	# and % of College Tech Prep students taking advanced courses. # and % of College Tech Prep students entering postsecondary institutions through articulation agreement.
Widespread information sharing - Information about the contents of articulation agreements, including dual- credit, is well communicated within the consortium.	# and % of all faculty, teacher, parents, students who are aware of articulation agreements. Student perception about articulation information .	College Tech Prep students know about articulation program/course options (student awareness).

Essential Element #3: Curriculum Development

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Curriculum alignment with standards - College Tech Prep programs and courses are aligned with learning standards and incorporate employability skills and occupational skill standards.	# of courses that reflect learning standards.	# and % of College Tech Prep students who took the courses, and their performance on academic, occupational and employability skills assessments. # and % of College Tech Prep students who meet the learning standards.
Curriculum integration between technical and academic education - Academic courses are being changed to incorporate career related contents and technical courses, and incorporate contents demanding more advanced academic skills. Curriculum integration involves a broad range of skills, including academic, technical skills, and career-related information.	# of academic and technical courses that incorporate integrated curriculum and instructional strategies.	# and % of all students receiving classes with career-related curriculum. # and % of all College Tech Prep students receiving an integrated curriculum. College Tech Prep student performance on the ISAT exam.
Curriculum change at the both secondary and postsecondary levels – Curriculum development is actively done at secondary and postsecondary schools.	# of courses that have been developed as a result of College Tech Prep.	College/HS student perceptions of the curriculum. # and % of College Tech Prep students who advanced to Community College College Tech Prep programs.
Applicability of classroom instruction to the work place - Curriculum development incorporates hands-on and real world examples for students to apply what they learn in classroom to the actual work setting. Classroom instructions employ diverse delivery methods to enhance students' contextual learning.	# and % of all College Tech Prep classes that use hands-on approaches.	Student perception of the applicability and relevance of courses.
Use of technology – Curriculum includes the use of technology in the delivery of instruction (i.e., distance education, websites).	# and % of all College Tech Prep classes that use technology.	Student familiarity with and perceptions of technology applications used in College Tech Prep.

Essential Element #4: In-service Training for Teachers

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Balance of content - Content of professional development for teacher covers a sufficient range of knowledge, skills, and abilities related to College Tech Prep (i.e., activity doesn't try to cover too many topics/materials). Content is appropriate for secondary, postsecondary, academic and technical participants.	Breadth of topics. Depth of topics. # and % of all secondary and postsecondary faculty participating participation. # and % of all academic and technical faculty participating.	
Satisfaction with activity - Type of activity is appropriate to need. Design, organization, and delivery of activity appropriate for content covered.	Clear objectives. # and % of participants who show a high level of satisfaction related to delivery format, methods, organization, etc. Allows for collaboration and dialogue.	
Relevance of topic to practice - Content of activity is aligned with individual participant needs. Current and up-to-date topics covered in activity.	# and % of participants who show a high level of satisfaction related to delivery format, methods, organization, etc. Level of satisfaction related to content. Applicability of content to practice.	# and % of College Tech Prep students who show a high level of satisfaction with changes in curriculum. # and % of College Tech Prep students who show a high level of satisfaction with changes in instructional strategies. # and % of College Tech Prep students who show a high level of knowledge of career clusters.
Accessibility of activities - Professional development activities are accessible to participants.	Frequency of activities. Location of activities.	

Essential Element #5: In-service Training for Counselors

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
<p>Balance of content - Content of professional development for counselors covers a sufficient range of knowledge, skills, and abilities related to College Tech Prep (i.e., activity doesn't try to cover too many topics/materials). Content is appropriate for secondary, postsecondary, academic and technical participants.</p>	<p>Breadth of topics.</p> <p>Depth of topics.</p> <p># and % of all secondary and postsecondary faculty participating participation.</p> <p>Academic 4 and % of all technical faculty participating.</p>	
<p>Satisfaction with activity - Type of activity is appropriate to need. Design, organization, and delivery of activity appropriate for content covered.</p>	<p>Clear objectives.</p> <p># and % of participants who show a high level of satisfaction related to delivery format, methods, organization, etc.</p> <p>Allows for collaboration and dialogue.</p>	
<p>Relevance of topic to practice - Content of activity is aligned with individual participant needs. Current and up-to-date topics covered in activity.</p>	<p># and % of participants who show a high level of satisfaction related to delivery format, methods, organization, etc.</p> <p>Level of satisfaction related to content.</p> <p>Applicability of content to practice.</p>	<p># and % of College Tech Prep students who show a high level of satisfaction with changes in curriculum.</p> <p># and % of College Tech Prep students who show a high level of satisfaction with changes in instructional strategies.</p> <p># and % of College Tech Prep students who show a high level of knowledge of career clusters.</p>
<p>Accessibility of activities - Professional development activities are accessible to participants.</p>	<p>Frequency of activities.</p> <p>Location of activities.</p>	

Essential Element #6: Equal Access for Special Populations

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Equal access - All College Tech Prep programs provide equal access for students in special populations.	Existence of equal access policy within the consortium and each school and college.	# and % of special population students in the programs. # and % of College Tech Prep students with special needs who report no exclusion from College Tech Prep activities.
Student satisfaction - Students with special needs report inclusion in College Tech Prep activities and believe their needs were accommodated.		Students with special needs report no exclusion from College Tech Prep activities.
Existence of accommodations and support services - Students with special needs are provided with adaptations, accommodations and other services that facilitate their successful participation in College Tech Prep activities.	Number and type of accommodations, adaptations and supports provide with in the consortium and each school and college.	# and % of all students who use the system and services.

Essential Element #7: Preparatory Services

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Reflecting the needs of students - Preparatory services and career guidance reflect the needs and development of the students and tailors its methods to the students' needs and stage of development.	Number and types of methods used.	Student acquisition of information about preparatory service. Student satisfaction with preparatory services.
Diverse exposure to career and educational options - Preparatory services employ diverse methods and career exploration experiences to expose students to many different career areas.	Number and types of methods used regarding: <ul style="list-style-type: none"> • Various career exploration experiences. • Introduction to different career areas. 	Student acquisition of information about preparatory service. Student satisfaction with preparatory services.
Effectiveness of recruitment strategies - Students are aware of various preparatory services and of various College Tech Prep activities and courses.	Different types of recruitment strategies.	# and % of all students who are aware and satisfied with College Tech Prep options.
Systematic developmental preparatory services - An organized system of College Tech Prep services is offered (e.g. checklists, portfolios) tailoring its approaches to assessment, monitoring students' progress, career and academic guidance and recruitment according to students' grade level.	The structure of preparatory service delivery facilities advancement.	# and % of College Tech Prep students reporting use of portfolios, assessments, ICP'S, regularly scheduled meetings with teacher, etc.
Effective counseling and career development/decision making - Counseling helps students in selecting courses and making career decisions.		Student perception about the effectiveness of counseling.

Essential Element #8: Work-based Learning Experiences

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
School-based learning and work-based learning (WBL) experiences connected - The WBL experiences are closely connected to the students' coursework and pertinent to the contents of school curriculum.	Number of WBL sites associated with each College Tech Prep program.	# and % of College Tech Prep students participating in WBL: <ul style="list-style-type: none"> • By students' own selection. • Through school coordination.
Student satisfaction - Students believe that the WBL experiences enhance their learning and are helpful in making career choices.		Student satisfaction with WBL. Student perception regarding usefulness of WBL. Student achievement associated WBL in terms of: <ul style="list-style-type: none"> • Academic achievement • Employment • Technical achievement
Business/Industry/Labor support (B/I/Ls) - Area B/I/Ls provide opportunities for WBL experiences, facilitate learning opportunities, and provide financial support.	Number of B/I/Ls that provided WBL to students. Number of mentors within B/I/Ls who are actively engaged. Evidence of financial support.	Number of students who received awards and support from B/I/Ls. # and % of College Tech Prep students who have worksite mentors.
Variety of WBL experiences - The WBL are provided in diverse forms such as job shadowing, internships and apprenticeships and are offered in different career clusters.	Different types of WBL experiences associated with College Tech Prep programs.	# and % of College Tech Prep students who have different types of WBL experiences.
Student motivation for learning - The WBL experiences motivate students to work harder in school and to have greater interest in their studies.		# and % of College Tech Prep students who say that they are motivated by participating in WBL. Student achievement in coursework (GPA).

Supporting Element #1: Leadership, Organization, and Administrative Support

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Participation and support - Administrators participate in College Tech Prep actively and show leadership in implementing College Tech Prep.	# and % of administrators who participated in College Tech Prep meeting. Financial resources dedicated to College Tech Prep key leaders.	Student awareness of leadership support for College Tech Prep. Student awareness of administrative counselor, and parental support for College Tech Prep.
Create faculty/parental buy-in - Through the administrative leadership, faculty, teacher and parents show buy-in for College Tech Prep and participate actively in it.	# and % of faculty who participated in College Tech Prep meetings, professional development, curriculum development, and other College Tech Prep events.	Students perceive a high level of support for College Tech Prep within their schools and colleges.
Supports collaboration among key people - Key personnel, including the consortium coordinator, school College Tech Prep team leaders, EFE directors, etc., maintain favorable working relationships in implementing College Tech Prep, including sharing resources to maximize College Tech Prep implementation.	Level of collaboration between secondary and postsecondary administrators, College Tech Prep coordinators, and other key personnel, are perceived by administrators, faculty, and counselors to be high.	Students show a high level of awareness of collaborations to support College Tech Prep programs and activities.

Supporting Element #2: Parental Support

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Parental awareness of College Tech Prep - Parents are well aware of College Tech Prep concept and Tech Prep program options for their children. Parents are actively involved in conversations about students' progress.	# and % of parents who are aware of College Tech Prep.	Students are highly informed. Student satisfaction with the program is high.
Parental involvement in College Tech Prep activities - Parents are actively involved in College Tech Prep activities, including professional development and career guidance and counseling for their children.	# and % of parents who are involved in various activities.	Students are highly informed. Student satisfaction with the program is high.
Parent attitude toward College Tech Prep - Parents in the consortium show positive attitudes toward College Tech Prep and support Tech Prep programs of study and related activities.	Faculty perceive that the parental support for College Tech Prep is strong.	Students are highly informed. Student satisfaction with the program is high.

Supporting Element #3: Business/Labor/Community Involvement

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Extent of Business, Labor, and Community (BLC) Involvement - BLC involvement is based on collaborative efforts, a high level of input, and the central role played by BLC in the consortium. In addition, the BLC involvement is comprehensive across programs and visionary in nature (i.e., anticipating and driving future skill needs of the workforce).	Visible ties with local employers. BLC actively involved in driving necessary skill sets. Established plans for review of necessary skills Financial Support provided.	
Satisfaction of BLC - BLC take pride in participating. They view participation as a practical opportunity to recruit qualified students. Their expectations (as well as that of the consortium) are met regarding involvement.	Clear objectives regarding BLC involvement. Level of satisfaction related to caliber of students they receive, and collaboration with secondary and postsecondary faculty, and their own perception of involvement in the community (i.e.. they are satisfied with their efforts in "giving back to the community") View their involvement to be beneficial to students in the long run.	Students perceive that they are receiving real world; applicable experiences while in the program.
Relevance of BLC involvement - Involvement is program specific, centered around WBL experiences, and driven by labor market need for placing qualified graduates in the work place. In addition, BLC activities are aligned to all College Tech Prep programs and the opportunities provided to students as well as faculty are current and up-to-date.	Number of established VVBL programs for students and faculty to gain industry experiences that are aligned to their program of study (e.g. number of WBL programs for each College Tech Prep program). Curriculum supports skills necessary for industry.	# and % of College Tech Prep student who are involved in WBL experiences, job shadowing, etc related to their respective program areas. Student satisfaction with their contact with BLC and the relevance of that contact.
Accessibility - BLC encourage student, faculty, and administrator presence in their work places through established programs (e.g., WBL and professional development).	Frequency of activities (e.g., how often are students and faculty given access through such established programs?) Location of activities. Participation rate.	Students perceive that they have access to practical and meaningful work experiences.

Supporting Element #4: Transition of Student to Postsecondary Education

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Provides skills necessary for postsecondary education - College Tech Prep coursework, integrated instruction and WBL experiences provide the necessary skills to support a successful transition to postsecondary education.	Evidence of integrated SBL and WBL experiences. Availability of advanced courses. Coursework articulates toward college credit.	# and % of College Tech Prep students who take remedial courses after matriculation to community college. # and % of College Tech Prep students who are college ready. # and % of students who go on to postsecondary education.
Facilitates students' aspirations for postsecondary education - Students are encouraged to continue their postsecondary education and are more focused on their career aspirations.		# and % of College Tech Prep graduates who attend a 4-year postsecondary institutions. Students report being more focused and clear about their aspirations.
Availability of transition services - The consortium provides services to inform students of postsecondary options, career goals and majors, and academic skills and courses needed for a successful transition.	Number of services available to students.	# and % of College Tech Prep students who use transition services.
Student tracking system - A tracking system is in place that gathers data about the transition outcomes of their graduates.	Type of tracking system. Use of the system by schools and consortium. Evidence of a tracking system, e.g. follow-up data on graduates.	
Facilitates students' confidence for their postsecondary education - Students are more Rely to show confidence in pursuing postsecondary education.		# and % of College Tech Prep students who show confidence.

Supporting Element #5: Secondary and Postsecondary Collaboration

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
<p>Availability of joint participation - Program to program collaboration between secondary and postsecondary faculty. Collaboration provides opportunities to customize community needs, engage faculty and educators, and successfully transition students.</p>	<p>Dual credit opportunities.</p> <p>Positive relationships between secondary and postsecondary institutions.</p> <p>Established professional development/faculty exchange programs.</p> <p>Information and facilities sharing.</p> <p>Existing annual meetings for curriculum review.</p>	<p># and % of College Tech Prep students receiving dual credit (and who have the option to receive dual credit).</p>
<p>Perceived satisfaction - Faculty, staff, and students perceive strong working relationships between secondary and postsecondary institutions through established roles, smooth student transitions, and resolutions of shared concerns.</p>	<p>Strong ties between secondary and postsecondary faculty and staff.</p>	<p>Student perceptions of smooth transition and relevance of program content between High School and Community College.</p>

Supporting Element #6: Identification and Accurate Reporting of College Tech Prep Students

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
<p>Congruence of actual College Tech Prep students with reported College Tech Prep students - The counted and reported College Tech Prep students are congruent with the actual College Tech Prep students, according to state and local definition of College Tech Prep programs of study.</p>	<p>Congruence between perceived and reported College Tech Prep students.</p>	<p># and % of all students participating in College Tech Prep.</p> <p>Enrollment trends over time.</p>
<p>Clear and agreed upon definition of College Tech Prep students - Various groups of personnel including administrators, faculty, teacher, students, parents and employers are clear about how College Tech Prep is defined and who is considered a College Tech Prep student.</p>	<p># and % of administrators, faculty, teacher, students who understand what College Tech Prep is and who College Tech Prep students are.</p>	<p>Students are able to identify themselves as participants in College Tech Prep programs and activities.</p>
<p>Reporting system - The consortium and schools within it have College Tech Prep student reporting system and this system provide accurate College Tech Prep student data. This system includes data base related College Tech Prep courses or programs, students who take/took the courses, and other follow-up data from secondary to postsecondary to employment (including military) - same as student tracking system.</p>	<p>Existence of reporting system.</p>	<p>Students are able to identify themselves as participants in College Tech Prep programs and activities.</p>

Supporting Element #7: Evaluation and Program Improvement

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Comprehensiveness of methods - Evaluation system utilizes at least one qualitative and one quantitative method of data collection. Process relies on evaluation team.	# relevance of value qualitative methods. # relevance of value quantitative methods. Evaluation teams in place within consortium and schools and college.	
Systematic - Methods of the evaluation system work together to tell the College Tech Prep story.	Evaluation design is such that one method of data collection builds upon a previous method(s). Evaluation plan in place.	
Validity of system - Evaluation system measures what it claims to measure.	Evaluation system answers critical evaluation questions.	
Utilization of results - Evaluation system provides data that are beneficial to making decisions related to program improvement.	Action plans in place. Ongoing and meta evaluation used. % of change, improvement, etc.	

Supporting Element #8: Integrated, Contextual Instructional Strategies

Dimension/Description	Program Outcome/Measures	Student Outcome/Measures
Makes connections to the real world - Integrated, contextual instruction makes connections between the real world (especially the world of work) and classroom instruction.	# and % of academic and technical courses that reflect real-world applications.	# and % of College Tech Prep students who enrolled in courses having real-world applications. College Tech Prep student ability to apply knowledge across diverse settings (e.g, school, work).
Blends theory and practice – Integrated, contextual instruction creates meaningful linkages between theoretical and practical concepts.	# and % of academic and technical courses that integrate theory and practice.	# and % of College Tech Prep students who enrolled in courses having integrated theory and practice. College Tech Prep student ability to apply knowledge across diverse settings (e.g., school, work).
Encourages individual but also team learning - Integrated, contextual learning encourages students to engage in collaborative learning situations.	# and % of academic and technical courses that engage students in team learning strategies.	# and % of College Tech Prep students who enrolled in courses having students engage in team learning strategies. College Tech Prep student ability to participate in teamwork successfully.
Facilities constructivist approaches to curriculum – Integrated, contextual instruction encourages students' active participation in the construction of knowledge in a variety of learning environments (classrooms, work settings, laboratories).	# and % of academic and technical courses that facilitate constructivist approaches.	# and % of College Tech Prep students participating in courses that facilitate constructivist approaches. College Tech Prep students' ability to think critically, make meaningful decisions, and solve problems.
Utilizes authentic, performance-based assessment - Integrated, contextual instruction focuses on assessing learner skills and knowledge using realistic tasks and settings.	# and % of academic and technical courses that utilize authentic, performance-based assessment.	# and % of College Tech Prep students who enrolled in courses utilizing authentic, performance-based assessments. College Tech Prep students' ability to demonstrate skills and knowledge in authentic settings.